# SENIOR HIGH SCHOOL REORGANIZATION

# FIVE-YEAR IMPLEMENTATION PLAN

Department of Education
Fredericton, N. B.

December
1986

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# SECONDARY SCHOOL REORGANIZATION

## PART ONE
## PROGRAM INFORMATION

### Five-Year Implementation

Implementation of the new secondary school reorganization will take place over the next five years beginning in school year 1987-88. This extended implementation period is necessary to allow for the varying stages of readiness of the schools to make the proposed changes.

Many schools have already taken the major step of implementing the seven-credit year system. This decision was based on the perceived need for increased flexibility in course selection and broader educational opportunities for students. The experience gained by these schools in the seven-credit instructional organization will be helpful to the others when this fundamental change is made provincially.

The province-wide implementation of the new credit system will require flexible time-lines and an appreciation of individual district and school differences. It is recognized that some schools are more ready for change than others; and this must be considered in any educational reform plan. The New Brunswick School Trustees Association made this point in a press release on November 17, 1986: "differing conditions and programs will necessitate a sympathetic treatment of individual boards. The rate and

degree of immediate implementation, in the best interest of the students served, may need to be varied." During this planning and pre-implementation phase, the Department of Education intends to be sensitive to local circumstances and supportive of implementation efforts at whatever stage of progress.

Implementation of the new courses and changes in core requirements will occur in some schools at different rates than others. This will enable schools which are ready to proceed while others will have to delay full-scale implementation for one or even two years. It is anticipated, however, that all schools will begin the implementation process in September, 1987, and that by September, 1989, all schools will be on-line with reorganization.

## Year One - Basic Changes

There are three basic changes that can occur in all schools in September, 1987, irrespective of the credit system employed or the extent of participation in piloting courses:

a) the removal of program designations - all schools will be able to discontinue using program labels and organize instruction accordingly

b) offer Advanced Mathematics 120 - all schools, many for the first time, will be able to offer students this newly developed mathematics course

c) require a science course - all schools will be able to implement the requirement that all incoming grade 10 students must complete a science course as one of the 14 core courses.

In addition to the above, some schools, depending on availability of staff and facilities, will be able to offer a technical education course to students using existing curricula as equivalencies.

## Year One to Year Five

The incremental implementation of the reorganization will entail the following:

1987-88 Implementation begins: Basic changes (above) in all schools; seven-credit system and piloting courses in selected schools; support to 11 or more schools already on the seven-credit year to continue towards full implementation

1988-89 Seven-credit system and piloting courses in additional schools; support to any additional schools beginning implementation

1989-90 Seven-credit system and implementation of new curricula in all schools at grade 10 level; 1989-90 is established as the deadline for all schools to have adopted the revised credit system and the new curricula for at least grade 10; ongoing support

1990-91 As above in at least grades 10-11; ongoing support

1991-92 Implementation completed: As above in grades 10-11-12; 1991-92 is established as the deadline for the complete implementation of secondary school reorganization

## IMPLEMENTATION TABLE

| | Number of Schools | | | | |
|---|---|---|---|---|---|
| Implementation Components | Year 1 '87-88 | Year 2 '88-89 | Year 3 '89-90 | Year 4 '90-91 | Year 5 '91-92 |
| Remove program designations | All | x | x | x | x |
| Offer additional math | All | x | x | x | x |
| Science requirement | All | x | x | x | x |
| Seven-credit system | Some | Addi-tional | All | x | x |
| Piloting course(s) | Some | Addi-tional | All | x | x |
| Technical education | Some | Addi-tional | All | x | x |
| Implement new courses | None | Some | All | x | x |

## Total Credits and Graduation Requirements

When the new credit system is adopted, the total possible credits and graduation requirements will change gradually over three years. Following is an illustration of changes during the implementation period:

| | Previous Years | Year 1 | Year 2 | Year 3 |
|---|---|---|---|---|
| Graduation requirements: | Minimum of 15 credits | Minimum of 16 credits | Minimum of 17 credits | Minimum of 18 credits |
| Total possible credits: | Enrol in a possible 18 credits | Enrol in a possible 19 credits | Enrol in a possible 20 credits | Enrol in a possible 21 credits |

The above assumes that a school implements a seven-credit-per-year system for all three grades in the first year of implementation. For such a school there will be a gradual increase in graduation requirements. Students graduating in year 1 will be required to successfully complete one additional credit for a total of 16, and students graduating in year 2 will be required to complete two additional credits for a total of 17. Students graduating in year 3 will be required to successfully complete 18 of a possible 21 credits.

## Compulsory Core Courses

Prescribed compulsory courses will be provided to all students in the following subjects: English, Mathematics, French*, Science, Social Studies, Technical Education, Fine Arts, Physical Education, and Life Skills. Below are the compulsory subjects and the number of credits required in each:

| Subject | Credits |
|---|---|
| English | 3 |
| Mathematics | 2 |
| Social Studies | 2 |
| Science | 1 |
| *French | 1 |
| Technical Education | 1 |
| One additional credit from above | 1 |
| Physical Education | 1 |
| Fine Arts | 0.5 |
| Life Skills | 0.5 |
| Total Compulsory Credits | 13.0 |

During this implementation period, the above organizational pattern will be assessed.

*Based on test results and direct guidance, all students will enrol in French as a compulsory subject. In exceptional cases, a school board may waive this requirement on the basis of the student's past performance.

A formal review of this policy will take place beginning three years after the implementation of the compulsory French requirement. The review will take into account the compulsory grades 1-9 core French program which will be in all schools by September, 1987.

## Piloting

All new courses will be piloted for at least one year before full implementation. Some schools will be able to offer one or more of these courses in pilot form as early as 1987-88. No school will be required to offer any of the new courses in 1987-88 if not ready to do so. Two of the new courses, Fine Arts and Life Skills, will require an extended pilot period before becoming fully implemented as core subjects of study. The traditional curriculum development process will be followed in all cases of new and revised courses of study.

Schools interested in piloting any of the new courses should contact the appropriate program consultant at the Department of Education at the earliest possible time. Following are the lead persons for each of the new courses:

| Subject | Program Consultant |
|---|---|
| Advanced Mathematics 120 | Anne Vickers |
| Fine Arts 110 | Gervais Warren |
| French 103 | David MacFarlane |
| Life Skills 110 | Tanya Tremblay |
| Technology 100 | Arnold MacPherson |

## New Courses

In all, five new courses will be added to the revised senior high school program. Below is a brief description of the course content, course organization, and inservice plans for each.

## Advanced Mathematics 120
## (Computer Code: PMAMCO)

Advanced Mathematics 120 is designed to provide a strong background in mathematics for students who intend to pursue their education in courses requiring the study of advanced mathematics and calculus at post-secondary institutions. Advanced Mathematics 120 will provide an opportunity for students to obtain a broader and more in-depth study of topics not ordinarily available in Mathematics 121/122. In order to be enroled, the student must: (1) be specially interested in the study of mathematics, (2) be enroled in or have completed Mathematics 121/122.

The content includes the following topics: Complex Numbers, Trigonometry, Matrices, Statistics, Conics, Mathematical Induction, and Calculus.

Advanced Mathematics 120 is a full credit course designed to be completed in 120-130 hours.

### Course Organization

Advanced Mathematics 120 is composed of three sections. Sections one and two contain compulsory topics. The remaining one-third of the course is to be chosen from optional topics.

### Inservice

This course is available for piloting in 1987-88. Inservice on course content will take place in the months of April, May, and June, as required. A one-week intensive course is also planned to be held at UNB during July or August.

Fine Arts 110
(Computer Code: PAFABH)

This is a one-half credit foundational course in the arts designed to develop the student's capacity for aesthetic sensitivity and response through the enjoyment, creation, and understanding of the arts.

Course content includes study of the language, materials, and structures of a variety of art forms, especially Art, Music, and Drama. This will give students the knowledge and background that will enable them to form judgements on the quality of an art work by referring to its expressive characteristics.

Course Organization

Two models will be available. The first model requires the completion of an introductory Arts (Aesthetics) section of 15 hours, and two modules, each of 25 hours, from Art, Music, and Drama.

The second model incorporates Art, Music, Drama, and other arts objectives into a broader program. The goals for both models are the same but there are differing expectations and emphases in terms of breadth and depth of experiences and activities.



**Credits and Instructional Time**

At the present time, New Brunswick offers the fewest courses and the largest amount of instructional time for each of any province in Canada. The national norm is 7-8 credits of 110-120 hours per credit.

With the revised seven-credit system of 120-130 hours each, the time in any of the subjects will be more in line with that allocated currently in other provinces.

Textbooks used in New Brunswick schools are generally written and published outside the province. Examination of these instuctional resources, including curriculum guides developed by other provinces, reveal no significant differences in content or pedogogy. This became even more evident during the recent curriculum realignment process necessitated by the new credit system. In all cases, it was found that basic content was relatively unaffected by the realignment.

The effective use of time is an important consideration in curriculum delivery. As a follow-up to the realignment exercise, very careful attention will be given to such factors affecting the quality of instruction as: identifying essential objectives, evaluation activities, streamlining content, and time-saving classroom organization strategies. Quality education is dependent on many things not least of which are careful planning and efficient teaching.

Inservice

Pilot teachers will be selected up to March 1, 1987, and will meet for orientation the following week. Inservice on course content will be offered during April-June, 1987, and summer institutes for intensive training are planned through university-based programs.

French 103
(Computer Code: ELFRA3)

Course Description

Purpose: At the end of this course the participants will have developed a minimal level of communicative competence in specific areas relating to daily living.

Major Content Focus

The course focuses on actual needs of the participants while relating these to the book content. Areas touched upon are: the school environment, the family, jobs, personal interests, and personal likes and dislikes.

Organization

Structure: 5 units x 25 hours/unit
Delivery: Sequential



**Basic Subjects**

The Department of Education is concerned that New Brunswick students receive adequate instruction in the all-important skills areas of English and mathematics. To ensure this, student achievement will be carefully monitored and adjustments will be made if they are indicated.

The fact is that in the area of mathematics, reorganization will allow more students to study more mathematics then ever before. Currently, for example, 14 anglophone senior high schools offer advanced mathematics as an optional course; in 1987-88, it is anticipated even without universal implementation of the seven-credit system (which allows for additional electives) that Advanced Mathematics 120 will be offered in all 49 English high schools.

On examination of allocated time for both English and mathematics in other provinces, New Brunswick will compare very favorably with them. As a safeguard, however, the Department intends to: (a) request schools to guide students into additional appropriate optional courses in the basic subjects; and (b) begin the development of new additional courses in mathematics and English. In mathematics, the new content will be designed to provide more in-depth study of topics covered in regular courses; in English, the emphasis will be on strengthening writing skills of all students whether they are pursuing further studies or going directly into employment. There is confidence that the above initiatives will help ensure a high level of competence in basic skills of New Brunswick graduates.

## Preliminary Inservice

It is planned to present information on the course to second language coordinators by March 20, 1987. This will allow time for examination of textbooks prior to the meeting. The selection of pilot classrooms will be made by April 10, 1987, and a first meeting of the pilot teachers will be held during the week of April 27.

## Life Skills 110
## (Computer Code: PFLSBH)

The purpose of Life Skills 110 is to enable students to acquire the knowledge and competencies necessary to manage their personal lives with meaning and satisfaction.

Major content will focus on management of resources and decision making; the principles of career planning and techniques related to an effective job search; the owning and operating of a small business and entrepreneurship; law and everyday living; technology in the home and home living; planning for personal nutritional needs; and the impact of food advertising on food choices and lifestyles.

Life Skills 110 consists of a minimum of sixty hours and a maximum of sixty-five hours for a half-credit value.

## Course Organization

Life Skills 110 is composed of six modules of 20 hours each. One module will be compulsory. Two additional modules will be chosen from the remaining five.

## Inservice

It is anticipated that pilot selection will be completed by March 1, 1987, and a meeting of the pilot teachers will follow the week of March 8, 1987. Inservice on course content will take place in the months of April, May, and June, as required. Summer training will be offered through university-based programs for teachers interested in more extensive training.

## Technology 100
## (Computer Code: PTTEAO)

### Description

Technology 100 is a comprehensive, action-based course concerned with teaching about the process of using tools, techniques, resources, and knowledge to extend a person's capacity to meet certain goals. The course will teach students about technical means, their evolution, utilization, and significance with business and industry, as well as their organization, resources, and end products, including their social and cultural impact.

### Course Organization

This full-credit course will be delivered as a series of modules which will enable students and schools to meet individual needs. Each module will be designed to be taught in 30 hours. There will be a compulsory Foundation Module which will provide basic knowledge on the nature and uses of

technology. Three modules in addition to the Foundations module will be required to complete the course. All modules will be developed using the Universal Systems Model of Input, Process, and Output.

Major Content Focus

Using the Universal Systems Model within each module, every student will develop an understanding of every aspect of technology and their individual potential in a technological environment by studying topics such as the following: overview of technology, the physical technology systems, the information communication technology systems, the biotechnology systems, and technology and the future.

Inservice

Pilot selection is intended to be completed in early March. Soon following, a meeting of pilot teachers will take place to introduce the course content and organization. Courses and institutes will be offered during spring and summer on specific components of the course.

## Equivalencies

In many schools, it will be possible to meet the technical education requirement by using existing courses. Following is a list of courses in business education, home economics education, and industrial education that meet the criteria of the technical requirement and which may be used for equivalency purposes:

| COURSE NAME | COURSE CODE |
|---|---|
| Typewriting 100 | EBTYAO |
| Personal Typewriting 100 | EBPTAO |
| Accounting 110 | EBACBO |
| Computer Education 110 | ECCOBO |
| Data Processing 110 | EBDPBO |
| Foods and Nutrition 110 | EFFNBH EFFNBO |
| Clothing and Textiles 110 | EFCTBH EFCTBO |
| Service Occupations 100 | EFSOAD |
| Food Services 110 | EFFSBD |
| Clothing Services 110 | EFCLBD |
| Mechanical Service Technology 100 | EMISAH |
| Internal Combustion Engines 110 | EIENBO |
| Carpentry Construction 100 | EICCAH |
| Basic Drafting 110 | EIBDBO |
| Electrical Technology 100 | EIETAH |
| Electricity and Magnetism 110 | EIEMBO |
| Metals Processing Technology 100 | EIMPAH |
| Hydraulics and Metallurgy 110 | EIHMBO |

Exemption from Fine Arts 110 may be obtained by gaining credit in any of the following courses: Art 100, Art 110, Art 120, Music 100, Music 110, Music 120, Theatre 120, or through successful completion of Departmentally approved local option credits (full or half) in Art, Music, and Drama.

## PART TWO
## SCHEDULING THE SEVEN-CREDIT SYSTEM

### Scheduling Support

Over the past six months, the Department of Education in conjunction with Brunswick Data, Inc. has offered extensive inservice to senior high schools on student scheduling. This has involved meetings with school principals, guidance counsellors, school-based personnel responsible for scheduling, and clerical staff. In addition to examining and analyzing several scheduling options, workshops have been held with both professional and clerical staff in methods of building student schedules and in applying computer technology to assist in scheduling.

To design and deliver the inservice, the Department and Brunswick Data, Inc. retained the services of five highly qualified senior high school administrators. As principals and vice-principals of high schools of various size and complexity in organization, these administrators provided outstanding assistance to all who attended the provincial and regional scheduling meetings. Along with the technical staff at Brunswick Data, Inc., this professional inservice team will be available in the months ahead to provide support to schools implementing new scheduling systems. All in all, preparations are well advanced to take on the task of revising school schedules: school personnel are well grounded in the basics of time-tabling the seven credit system, and there is a strong network of competent support staff available to assist others where necessary.

For assistance with the computer scheduling program, S.T.A.R.S., please contact:

Ms. Elizabeth (Beth) Morris
Software Systems Manager
Brunswick Data, Inc.
P. O. Box 6189, Station A
Saint John, N. B.
E2L 4R6

Telephone: 633-2990 or

1-800-222-9602

## Scheduling Options

There is an infinite number of scheduling options for the seven-credit system. Below are examples:

### A. SIX-PERIOD DAY, SEVEN-DAY CYCLE

SUBJECT BY DAY

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| P | 1 | A | G | F | E | D | C | B |
| E | 2 | B | A | G | F | E | D | C |
| R | 3 | C | B | A | G | F | E | D |
| I | 4 | D | C | B | A | G | F | E |
| O | 5 | E | D | C | B | A | G | F |
| D | 6 | F | E | D | C | B | A | G |

Note:

| | |
|---|---|
| Instructional Day | 300 minutes |
| Length of Period | 50 minutes |
| Student Course Load | 6 courses a day |
| Course-Day Correlation | 6 times in 7 days |

## B. SIX-PERIOD DAY, FIVE-DAY CYCLE

### SUBJECT BY DAY

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| P | 1 | A | G | E | C | B |
| E | 2 | B | * | F | D | C |
| R | 3 | C | A | G | E | D |
| I | 4 | D | B | * | F | E |
| O | 5 | E | C | A | G | F |
| D | 6 | F | D | B | A | G |

Note:

| | |
|---|---|
| Instructional Day | 300 minutes |
| Length of Period | 50 minutes |
| Student Course Load | 6 courses a day |
| Course-Day Correlation | 4 times in 5 days* |

*This provides class scheduling for 28 of the 30 periods. There are two periods per week of unscheduled subject class time.

## C. PARTIAL SEMESTERING

Configurations combining single-period full-year courses and double-period one-term courses.

SUBJECT BY DAY BY TERM

| | | (Example 1) | | (Example 2) | |
|---|---|---|---|---|---|
| | | Term 1 | Term 2 | Term 1 | Term 2 |
| P | 1 | A | A | A | A |
| E | 2 | B | B | B | B |
| R | 3 | C | C | C | C |
| I | 4 | D | D | D | F |
| O | 5 | E | E | D | F |
| D | 6 | F | G | E | G |
| S | 7 | F | G | E | G |

Example (1) 5 single periods - full year
2 double periods - one term each

Example (2) 3 single periods - full year
4 double periods - one term each

| Note: | | |
|---|---|---|
| | Instructional Day | 300 minutes |
| | Length of Periods | 43 and 86 minutes |
| | Student Course Load | (1) 6 or (2) 5 |
| | Course-Day Correlation | Daily |

## D. SEVEN-PERIOD DAY

SUBJECT BY DAY

| | | M | T | W | TH | F |
|---|---|---|---|---|---|---|
| P | 1 | A | A | A | A | A |
| E | 2 | B | B | B | B | B |
| R | 3 | C | C | C | C | C |
| I | 4 | D | D | D | D | D |
| O | 5 | E | E | E | E | E |
| D | 6 | F | F | F | F | F |
| S | 7 | G | G | G | G | G |

| Note: | | |
|---|---|---|
| | Instructional Day | 300 minutes |
| | Length of Periods | 43 minutes |
| | Student Course Load | 7 courses a day |
| | Course-Day Correlation | Daily |

The above are examples only. They are presented for illustrative purposes, and are not intended to prescribe scheduling choices. There are only two limitations associated with scheduling choice: (1) that credits will be awarded on the basis of 120-130 hours of instruction; and (2) that English and mathematics will be scheduled to provide for year-long instruction. THE CHOICE OF SCHEDULING PATTERNS WILL BE THE RESPONSIBILITY OF INDIVIDUAL DISTRICTS AND SCHOOLS.

For additional information on student scheduling, please consult: A Planning Manual for Implementing the Revised Senior High School Instructional Program, Department of Education, Fredericton, N. B., May, 1986.

## PART THREE
## CONSULTATION, LIAISON, AND INSERVICE

### Consultation

Throughout this pre-implementation period, there have been extensive consultations with educational interest groups and individuals concerning aspects of the reform proposals. Opportunities for further discussion and input will be a part of the ongoing reorganization process. In the weeks and months ahead, meetings will be held with all the key interest groups: trustees, superintendents, universities and colleges, parent groups, school staffs, principals and other school administrators, advisory committees, and provincial organizations. It will be necessary to keep the lines of communication open among all those affected by the proposed changes if implementation of reorganization is to be successfully achieved.

### Departmental Liaison

In anticipation of the need for closer and more frequent contact with individual senior high schools over the next number of months, the Department of Education has designated members of its professional staff to act as liaison persons for particular senior high schools.

The liaison role is principally a supportive one:

- by ensuring regular communications between the Department and the schools

- by being the first point of contact in the Department for the high schools in matters relating to reorganization

- by keeping informed of plans and progress of each school in respect to reorganization

- by giving assistance and support where possible to the high schools in any of the reorganization activities

- by reporting regularly to the Secondary School Reorganization Committee.

The Secondary School Reorganization Committee will remain in place during the course of the reorganization period. Its role continues to be:

- to provide information to districts, schools, and interested groups on senior high school reform

- to advise on reorganization policy and prepare draft policy documents

- to provide assistance to key personnel in the schools on organizational requirements

- to review district and individual school reorganization plans

- to monitor reorganization activities.

**Inservice** - (See Appendix A)

## PART FOUR
## REORGANIZATION ISSUES

### Optional Courses

Although the new instructional program calls for an expanded core for all students, the total number of actual optional courses in the program will be increased overall for most students. This is because the broader range and number of offerings in the core subjects place fewer restrictions on students in making open selections. For example, the majority of students currently choose an additional science, math or social studies as an option; in future, at least two of these will be part of the compulsory core. Further, many students choose options now which in future will be compulsory - e.g. technical (especially computer education and typing) and fine arts (music, art, and drama). The effect of this is that the remaining selections (at least eight for all students during the implementation period) are, in fact, options. In other words, even by expanding and, at the same time, broadening the compulsory core, there is a net increase in flexibility in student choice of subjects. This is made the more possible, of course, by the seven-credit rather than the six-credit per year system. In all of this, special attention will need to be given to guidance services during the implementation period.

## Teacher Workload

There have been objections to the potential teacher workload increase resulting from the new credit system. These views are being expressed primarily by the teachers, of course, but there is also public concern. The employer also has questions, particularly in respect to the unevenness of workload among teachers. For example, teachers of first language often carry a much heavier workload then teachers in other subject areas.

The burden of teacher workload may be affected by many factors: class size, characteristics of students, number of classes, facilities, support staff services, subject(s) taught, length of school day and year, and others. As can be seen, teacher workload is a complex issue with several variables at play in any given situation.

It is acknowledged that the additional yearly credit in the new high school program may increase the number of classes and, thus, the total number of students teachers could meet over a given period of time. More flexible scheduling options mitigate somewhat the effects of the new organization, but certain unfavorable shifts in workload can occur unless appropriate compensatory means are employed.

In connection with the above, the Department wishes to ensure teachers that it intends to provide in the new organization <u>at least the equivalent in preparation time</u> as that currently provided. The Department is prepared, as well, to consider on a school by school basis other measures relating to workload and instructional quality generally.

## Workload Study

On the longer term, it is proposed that a major study of teacher workload be undertaken. Such a study would be sponsored by the Department of Education and would examine the following:

- teacher workload and resource standards
- teacher support services
- equitability in teacher workload, and
- quality of work life items in general as related to job performance and the teaching profession.

Over the next three months, details of such a study, including the consultation process, will be developed. It is reasonable that a report would be available in time to consider action on recommendations as early as school year 1988-89.

## Student Workload

The issue of student workload both in and out of scheduled class time has arisen from time to time in the course of the current discussion on reorganization. What is considered a reasonable student workload is a difficult but important question. The amount of work required of students depends, of course, on many things: courses followed, examination

standards, number of courses, homework assignments, and several individual teacher, student, and school characteristics.

The Department of Education is prepared to undertake a study of student workload either as part of an overall classroom workload study or as a separate item for investigation. The primary concern is that instructional reorganization should enhance educational quality. Any examination of workload, for teachers or students, would need to bear this in mind.

APPENDIX A

INSERVICE

PROFESSIONAL DEVELOPMENT INITIATIVE

IN SUPPORT OF

CURRICULUM CHANGES IN THE REORGANIZED SENIOR HIGH SCHOOL
TEACHERS WITH SPECIAL NEEDS STUDENTS
OPPORTUNITIES TO IMPROVE THE TEACHING PROCESS

**AN INTERIM DOCUMENT**

In each of the following areas, discussions are ongoing with, Staff of the Program Development and Implementation Branch, Staff of the Student Services Branch, and others involved with the development and the delivery of the professional development activities which will be required in order to ensure the smoothest possible implementation of the changes in the various curricula/services beginning in the fall of 1987.

This document then represents the in-service plan which the Department is coordinating in support of the changes at the senior high school. It is not as yet complete. In particular, plans for "Teachers With Special Needs Students", and "Opportunities To Improve The Teaching Process" will be expanded.

**********

## FRENCH

## PRE-IMPLEMENTATION IN-SERVICE

PROVINCIAL WORKSHOPS COORDINATOR TRAINING

A three day provincial workshop in March 1987 for coordinators of French as a Second Language will be held. This workshop will give the coordinators an in-depth examination of the content of the French 103 course in order to equip them to act as resource persons for one another and for teachers within their respective jurisdictions.

| | |
|---|---|
| Lead Persons: | P. D. & I. Staff |
| | Others |
| Date: | March 25, 26, 27, 1987 |
| Number of Teachers: | 25 |

REGIONAL WORKSHOPS

Three regional 3-day workshops will be held in Moncton, Fredericton, and Newcastle. These workshops will acquaint prospective teachers of French 103 with the challenges particular to that course.

| | |
|---|---|
| Lead Persons: | P. D. & I Staff |
| | Various Coordinators |
| Date: | March/May 1987 |
| Number of Teachers: | 60 |

SUMMER INSTITUTES

The French Second Language Teacher Education Centre (FSLTEC) at UNB is prepared to offer two one-week intensive institutes. These institutes will focus on the particular challenges associated with teaching French 103.

| | |
|---|---|
| Lead Persons: | P. D. & I. Staff |
| | FSLTEC at UNB |
| Date: | Summer '87 |
| Number of Teachers: | 30 per institute |

The FSLTEC at UNB will offer a one-week intensive institute which will focus on the teaching of French as a Second Language at the Secondary School level.

| | |
|---|---|
| Lead Person: | FSLTEC |
| Date: | Summer '87 |
| Number of Teachers: | 30 |

TRACADIE PROGRAM

The Tradacie Program which is co-sponsored annually by the Department of Education and the French Second Language Teacher Education Centre at UNB has been alerted to the particular needs associated with French 103, and has agreed to be mindful of them when developing its program for Summer '87.

| | |
|---|---|
| Lead Persons: | FSLTEC |
| Date: | July 1987 |
| Number of Teachers: | 60 |

## IN-SERVICE DURING IMPLEMENTATION

REGIONAL WORKSHOPS

As a follow-up to the in-service effort in support of French 103, three 3-day regional workshops will be held in order to monitor the progress of the implementation. These workshops will address particular problems which will have been identified by district coordinators.

| | |
|---|---|
| Lead Persons: | P. D. & I Staff<br>Various Coordinators |
| Date: | November '87 |
| Number of Teachers: | 60 |

**********

## MARITIME STUDIES 101, 102, 103

## PRE-IMPLEMENTATION IN-SERVICE

REGIONAL WORKSHOPS

Five one-day regional based information sessions were held between November 12 and November 25, with approximately 200 persons attending.

PROVINCIAL WORKSHOPS

A three-day provincial workshop will be held in May for social studies department heads and potential teachers of Maritimes Studies. This workshop will focus on pedagogy; with emphasis on the social science disciplines, the case studies approach, learning through inquiry, teaching issues, and Maritime Studies resources.

| | |
|---|---|
| Lead Persons: | P. D. & I. Staff<br>Field Test Teachers<br>Curriculum Committee Members<br>Maritext Staff |
| Date: | May 19 - 21, 1987 |
| Number of Teachers: | 180 |

SUMMER INSTITUTES

Two 5-day institutes are planned for the summer of 1987, one at the University of New Brunswick, one at Mount Allison University. Both institutes will offer greater breadth and depth to key topics covered in the spring workshop.

| | |
|---|---|
| Lead Persons: | P. D. & I. Staff<br>Curriculum Committee Members<br>University Staff |
| Date: | Summer 1987 |
| Number of Teachers: | 30 per institute |

CREDIT COURSES

A half-credit course on Teaching Canadian Studies (EDUC 5202), with a particular emphasis on Maritime Studies, will be offered at Mount Allison University in the summer of 1987.

Contact person: Dr. W. B. Hamilton.

A half-credit course (3 credit hours), Foundations of Social Studies Education (EDC16604), which will give attention to Maritime Studies, will be offered at the University of New Brunswick in the summer of 1987.

Contact person: Dr. Gerald Clarke

## IN-SERVICE DURING IMPLEMENTATION

PROVINCIAL WORKSHOPS

Two provincial 3-day workshops are planned for fall '87 as a follow-up to the in-servicing of this program. These workshops will allow teachers who have been working with the materials for several months an opportunity to confront particular problems associated with them.

| | |
|---|---|
| Lead Persons: | P. D. & I Staff<br>Curriculum Committee Members<br>Fieldtest Teachers |
| Date: | November 1987 |
| Number of Teachers: | 50 |

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## FINE ARTS 110

## PRE-IMPLEMENTATION IN-SERVICE

COORDINATOR TRAINING - PROVINCIAL WORKSHOPS

A 3-day provincial workshop in February/March 1987 for coordinators of Fine Arts will be held. This workshop will give coordinators an in-depth examination of the content of the Fine Arts ll0 course in order to equip them to act as resource persons to one another and to teachers within their respective jurisdictions.

| | |
|---|---|
| Lead Person: | P. D. & I. Staff<br>Members of the C. D. A. C. |
| Date: | February/March 1987 |
| Number of Teachers: | 40 |

PROVINCIAL WORKSHOPS

The Department intends to conduct a series of two 3-day workshops for teachers who have a basic grounding in Fine Arts in order to acquaint them with an in-depth orientation of the content of the Fine Arts ll0 Program. The tentative sites for these workshops are Newcastle and Fredericton.

| | |
|---|---|
| Lead Persons: | P. D. & I. Staff<br>Various Coordinators of Fine Arts<br>Members of the C. D. A. C. |
| Date: | Spring '87 |
| Number of Teachers: | 50 |

SUMMER INSTITUTES

The Department of Education will sponsor three one-week institutes aimed at the teaching of Fine Arts 110. Each institute will focus on a module of the Fine Arts 110 Course. (During Summer'87 the institutes will be organized for each of Music, Art and Drama.) In addition to learning the specific skills associated with the module, attention will be paid to the teaching of arts and aesthetics in general

| | |
|---|---|
| Lead Persons: | P. D. & I. Staff<br>Personnel of the Faculty of Education (UNB)<br>Others |
| Date: | Summer '87 |
| Number of Teachers: | 30 per institute |

## IN-SERVICE DURING IMPLEMENTATION

REGIONAL WORKSHOPS

As a follow-up to this in-service effort, the Department intends to conduct three 3-day workshops for teachers who are offering the Fine Arts ll0 program. This will enable us to monitor the implementation as well as to address any resultant concerns.

| | |
|---|---|
| Lead Person: | P. D. & I. Staff<br>Members of the C.D.A.C. |
| Date: | Appropriate to the Implementation |
| Number of Teachers: | 50 |

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## TECHNOLOGY 100

### PRE-IMPLEMENTATION IN-SERVICE

PROVINCIAL WORKSHOPS

A series of 3-day provincial workshops will be held in the area of Technology 100. These workshops will be offered to:
-District/School lead persons responsible for the implementation of Technology 100.
-Teachers who intend to offer Technology 100 in September 1987.
-Teachers who will offer Technology 100 during subsequent school years.
The workshops will give participants a solid grounding in the content of all facets of this course.

| | |
|---|---|
| Lead Persons: | P. D. & I. Staff<br>Members of the Technology 100 Curriculum Task Force<br>Members of the UNB Faculty of Education<br>Module Authors |
| Number of Teachers: | 60 |

SUMMER INSTITUTES

Two 5-day intensive institutes will be held during summer '87 at UNB. These institutes are designed to treat each of the modules being implemented in September '87 in detail.

| | |
|---|---|
| Lead Persons: | P. D. & I. Staff<br>Members of Technology 100 Curriculum Task Force<br>Members of the UNB Faculty of Education<br>Module Authors |
| Date: | Summer '87 |
| Number of Teachers: | 30 teachers per institute |

### IN-SERVICE DURING IMPLEMENTATION

As a follow-up to this in-service effort, a series of three 3-day regional workshops will be held. These workshops will be structured in such a way so as to provide an opportunity for high schools to receive follow-up in-service.

| | |
|---|---|
| Lead Person: | P. D. & I. Staff<br>Members of Technology 100 Curriculum Task Force<br>Members of UNB Faculty of Education<br>Module Authors |
| Date: | November/December 1987 |
| Number of Teachers: | As necessary |

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## LIFE SKILLS

### PRE-IMPLEMENTATION IN-SERVICE

REGIONAL WORKSHOPS

A series of two 3-day regional workshops will be organized.. These workshops will provide teachers with grounding in the specifics of the six modules which comprise the Life Skills 110 Program.

| | |
|---|---|
| Lead Persons: | P. D. & I. Staff<br>Members of the C. D. A. C.<br>Personnel from the Life Skills Coaching Program - Memramcook Institute |
| Date: | Spring '87 |
| Number of Teachers: | 50 |

SUMMER INSTITUTES

A 5-day intensive in-service institute for Life Skills 110 will be held during for summer '87. This institute will have as an audience teachers who desire an in-depth formation in the areas to be treated within the Life Skills 110 Course.

| | |
|---|---|
| Lead Persons: | P. D. & I. Staff<br>Members of the C. D. A. C.<br>Persons from the Life Skills Coaching Program - Memramcook Institute |
| Date: | Summer of '87 |
| Number of Teachers: | 30 |

### IN-SERVICE DURING IMPLEMENTATION

REGIONAL WORKSHOPS

In an effort to follow-up on the in-service in connection with this implementation, a series of two 3-day regional workshops will be held. These workshops will permit us to monitor the implementation and to address any resultant concerns.

| | |
|---|---|
| Lead Persons: | P. D. & I. Staff<br>Members of the C.D.A.C. |
| Date: | Appropriate to the Implementation |
| Number of Teachers: | 50 |

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**MATH 120**

## PRE-IMPLEMENTATION IN-SERVICE

REGIONAL WORKSHOPS

Based on information gleaned from a survey conducted within each of the high schools of the province it has been decided to offer a series of five 2-day regional workshops in order to meet the needs of teachers of Math 120. These workshops will have as a target audience, teachers of math who have been teaching an advanced math course, as well as teachers with a solid grounding in advanced secondary school math who would like to begin to offer Math 120.

| | |
|---|---|
| Lead Persons: | P. D. & I. Staff<br>Members of the C. D. A. C. |
| Date: | March - April, 1987 |
| Number of Teachers: | 50 |

SUMMER INSTITUTES

A committee has been struck with representatives from the Math Department of UNB, the Faculty of Education of UNB and the Department of Education. This committee will deliver a 5-day intensive institute during summer '87 in order to offer an in-depth grounding in the components of Math 120 to prospective teachers of this advanced math course.

| | |
|---|---|
| Lead Persons: | P. D. & I. Staff<br>Members of the Faculties of Math and Statistics (UNB)<br>Members of the Faculty of Education (UNB) |
| Date: | Summer 1987 |
| Number of Teachers: | 30 |

## IN-SERVICE DURING IMPLEMENTATION

Five 2-day regional workshops will be held in order to monitor the progress of this implementation and to address any resultant problems.

| | |
|---|---|
| Lead Persons: | P. D. & I. Staff<br>Members of the C.D.A.C. |
| Date: | November/December 1987 |
| Number of Teachers: | 50 |

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## SCIENCE EDUCATION

ELEMENTARY/JUNIOR HIGH/ SENIOR HIGH SCHOOL

Between August 26, 1986 and March 30, 1987 the Huntsman Marine Laboratory has conducted or will conduct a total of 48 Field Trips, Teacher Workshops, or In-class Presentations on behalf of students and teachers in a great number of English-administered schools and school districts.

| | |
|---|---|
| Lead Persons: | Staff of the Huntsman Marine Laboratory |
| Date: | School Year 1986-87 |
| Number of Teachers: | 200 (approximately) |

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The joint Science Education Committee (see above) has commissioned the development of an initial series of four term courses in the areas of Physics, Biology, Chemistry and Earth Science. Using teleconference procedures it will be possible to offer these courses in ten regional centres (e. g. Campbellton, Bathurst, Newcastle/Chatham, Moncton, Sussex, Saint John, St. Andrews/St. Stephen, Woodstock, Grand Falls, and Fredericton).

These courses will inform Science Teachers throughout the Province of recent advances in each of these fields. They will be supported by opportunities for participants to spend some time on the UNB Campus [or other locations] where they would have access to modern equipment and be able to get "hands-on" experience of new techniques.

| | |
|---|---|
| Lead Persons: | Joint Science Education |
| Date: | September 1987 |
| Number of Teachers: | 100-300 per course |

WEEKEND WORKSHOPS

The joint Science Education Committee (see above) will develop a series of intensive weekend workshops [Friday evening through Sunday morning] which will enable science teachers to update their knowledge in various areas such as Fisheries, Forestry, Energy, Mining, etc. These workshops, where warranted, could be run in the Southwest (St. Andrews) and in the Northeast (Caraquet) of the Province, and other suitable locations.

| | |
|---|---|
| Lead Persons: | Joint Science Education Committee |
| Date: | Beginning September 1987 |
| Number of Teachers: | 30 per workshop |

SUMMER INSTITUTES

The joint Science Education Committee (see above) has planned a series of one-week intensive summer institutes designed to provide teachers with updated information in various areas of provincial concern (e. g. Fisheries, Forestry, Mining, Energy) and/or the four major disciplines of Science [Biology, Chemistry, Earth Science and Physics].

| | |
|---|---|
| Lead Persons: | Joint Science Education Committee |
| Date: | Summer 1987 |
| Number of Teachers: | 30 per Institute |

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## INDUSTRIAL EDUCATION

SUMMER INSTITUTES CAD, ADVANCED CAD, CAM, AND MICRO ELECTRONICS

The Department of Education will sponsor a series of six summer institutes dealing with CAD [Computer Aided Drafting], Advanced CAD, CAM [Computer Aided Machining], and Micro Electronics.

Lead Persons: P. D. & I. Staff
Date: Summer 1987
Number of Teachers: 120

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## SERVICE TO TEACHERS OF SPECIAL NEEDS STUDENTS

A Provincial Committee has been working since August 1986 in order to develop an in-service package in support of teachers working with Special Needs Students. This package is now ready for implementation.

COORDINATOR TRAINING

A five day intensive institute will be held to acquaint Coordinators/Lead Persons in the area of Special Needs Education. This initiative will allow these individuals an in-depth examination of the in-service package in order to equip them to act as resource persons to one another and to teachers within their respective jurisdictions.

Lead Persons: Student Services Staff
Members of the In-Service Development Committee
Date: February 1987
Number of Teachers: 35

SUMMER INSTITUTES

Two 10-day intensive summer institutes will be held in order to train teachers/leaders from the various regions in the delivery of the in-service package. These people will then act as resource persons for one another as well as for teachers within their jurisdiction.

Lead Persons: Student Services Staff
Members of the In-Service Development Committee
Date: Summer 1987
Number of Teachers: 30

45 HOUR/15 MODULE IN-SERVICE TRAINING PACKAGE

Ten 45 hour (15 module) in-service training packages will be offered around the Province beginning in Spring 1987. This in-service is designed to equip teachers with the appropriate skills which will enable them to improve their ability to meet the needs of the students in their classes.

| | |
|---|---|
| Lead Persons: | Student Services Staff<br>Various Coordinators/Teacher-Leaders |
| Date: | Winter/Spring 1987<br>Fall Winter 1987-88 |
| Number of Teachers: | 300 |

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## THE TEACHING PROCESS

ORGANIZATION OF THE TEACHING PROCESS

A series of two 3-day follow-up workshops will conducted during the Winter/Spring of 1987 in order to monitor the progress of schools in connection with scheduling and to address any of the resultant difficulties.

| | |
|---|---|
| Lead Persons: | Department of Education Staff<br>Various School Principals |
| Date: | February/March 1987 |
| Number of Teachers: | 60 |

REGIONAL WORKSHOPS

Three 3-day regional workshops will be conducted in connection with the topic of "Time Management" in the Secondary School. These workshops will deal with the issues which confront teachers who move from a traditional 50-minute teaching period to a 75-or-80 minute period

| | |
|---|---|
| Lead Person: | T.B.A. |
| Date: | March/April 1987 |
| Number of Teachers: | 60 |